



THE MECHANISM OF TRAINING FUTURE TEACHERS OF PEDAGOGICAL UNIVERSITIES BASED ON MODERN APPROACHES

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Annotation: This article identifies the main task of a student studying in the field of methodology during the research is to be able to distinguish interference complexities related to translation in any context, regardless of the thematic orientation of the text, using grammatical formulas and usually incorrectly translated words, combinations, sentences and rotations. A number of methodological recommendations are outlined to avoid such difficulties.

Key words: defectology, vocabulary, opinions of local, foreign linguists, ambiguity.

Based on the experience of the higher educational institution, the following should be noted as a conclusion in the teaching of English language terms:

- It is necessary to apply modern methods and approaches to the educational process, taking into account the theoretical opinions of local and foreign linguists;
- it is important for teachers to choose vocabulary and terms when teaching, first of all, according to the needs of students and to take into account the importance of this to increase their interest in language learning when organizing lessons;
- Students should have information about the principles that help them understand the meaning of words and phraseology;
- Exercises using the Internet and social networks are effective in forming lexical skills;
- When teaching words and terms in English, it is necessary to take into account the language experiences of students from Uzbek and English languages. The practical direction of teaching reading requires attention to the task of distinguishing the necessary, necessary information from the text related to the specialty. During the research, we determined the main task of a student studying defectology - this is to be able to distinguish the complexities of interference related to translation in any context, regardless of the thematic direction of the text, using grammatical formulas and words, combinations, sentences and turns that are usually translated incorrectly. In order to avoid such difficulties, it was proposed to follow the following methodological recommendations: to pay attention to words that are often misinterpreted due to their ambiguity, incorrect analogy with other words or cognate words, or due to erroneous graphic perception, which lead to a mistake in the original idea; paying special attention to functional words and phrases that provide logical connection and clarify the idea within one sentence; to analyze each new text as if it were a complex text related to a specialty, in which it is necessary to consider all linguistic phenomena that occur in this text, even when the content of the text or sentence is self-evident (obvious); paying the main attention to mastering the general laws of the language and the style, pronunciation, vocabulary and grammatical structure of this text, rather than discovering the meanings of specialized terms specific to the field literature; translating texts not mechanically and intuitively, but by identifying all the features specific to special literature. Formation of the skill of conscious approach to the text, teaching to work on improving the ability to distinguish all its forms, turns and constructions. Not interpreting the meaning

of a word specific to a foreign language, but perceiving it through translation, in many cases creates a wrong idea about the meaningful possibilities of the word, leads to a misinterpretation of its main, main meaning, which hinders the correct use of the word; Instead of mechanically memorizing the translation of all similar words, it is necessary to try to clarify the main meaning that connects them; it is necessary to form the skill of determining the main meaning of the word, which will help to use the word in the right sense. In our opinion, communication is inevitably reflected in language, including word polysemy, to express the accuracy of human experience with language tools, the lexicon expands not only in quantity, but also in quality. In this way, the following conclusions were reached: Reading, like writing, is a complex mental process that includes several interconnected levels ("syllables"). On the one hand, reading is a direct process of emotional cognition, a process of "specialized" perception, and on the other hand, it is an indirect reflection of reality. At the same time, reading is primarily a process of meaningful perception of written speech. Reading is a unique form of communication, which is inextricably linked with listening, writing and partly speaking, which complement each other in many ways as types of speech activity. Writing is a kind of "transcription" of spoken text into written form, while reading is a form of transferring written speech into oral form. Students must acquire vocabulary skills and rely on linguistic intuition to determine the contextual meaning of a word with multiple meanings. Reading is always aimed at perceiving a ready-made speech message (not creating it), getting information.

Formation of such skills and abilities at the first stage of language learning ensures that the student correctly perceives the meaning of ambiguous words when reading English texts. In the study, we proposed the following conclusions aimed at ensuring the effectiveness of the teacher's activities in teaching students to use the dictionary rationally: improvement of motor actions related to searching for words from the dictionary; performing operations on the identification of words according to the group; change highlighted words back to their form in the dictionary during reading; teaching students to use vocabulary in a limited way with the acquisition of prescriptive grammatical skills; teaching students to compress text and understand word meaning based on context. As a result of the above-mentioned conclusions, some methods were given that ensure independent understanding of the meanings of ambiguous words and help to overcome the complexity of interference in the reading process: It is necessary to use monolingual (explanatory) dictionaries: they do not translate the word, but describe the meaning of the words, in which the meaning of the word is the native language. Perceived as understood by those who are counted; Not interpreting the meaning of a word specific to a foreign language. The peculiarity of reading is that the assessment of the success of its implementation is subjective and the student is satisfied with the obtained result - the level of completeness and accuracy of understanding. It is necessary for the student to be able to imagine the internal form of a polysemous word and, on this basis, to be able to determine its relationship with other words. Special exercises are required to develop the cohesion mechanism in students.

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